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ABSTRACT

The goal of this civic education program, written for six through ninth grade students in the form of an instructional guide/student workbook, is to help students develop citizenship skills important for intelligent and effective participation in a self-governing society. Specific educational objectives include helping students learn: (1) how to express their opinions; (2) how to decide which level of government and which agency is most appropriate for dealing with the community problems they identify; and (3) how to influence policy decisions at that level of government. The guide provides students with step-by-step instructions for identifying and studying a public policy problem and for developing a class portfolio, a cumulative organized collection of information (statements, charts, graphs, photographs, and original art work) that makes up the class plan related to the public policy issue studied. This student instructional guide is organized into the following sections: "Step I: Identifying Public Policy Problems in Your Community"; "Step II: Selecting a Problem for Class Study"; "Step III: Gathering Information on the Problem Your Class Will Study"; "Step IV: Developing a Class Portfolio"; "Step V: Presenting Your Portfolio"; and "Step VI: Reflecting on Your Learning Experience." Additional resources provided include a glossary of 50 relevant civics terms and nine appendices consisting of sample lists of libraries, newspapers, professors/scholars, lawyers/ judges/bar associations, businesses, community and interest groups, as well as city, state, and U.S. government offices, all community resources that students can research locally with the appropriate reference materials (telephone books/directories, business directories, and lists of public service organizations) available at most public libraries. Illustrations also are included. (CB)

ED 405 281

We the People...

PROJECT CITIZEN

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Center for Civic Education
and the
National Conference of State Legislatures

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We the People...

PROJECT CITIZEN

A civic education project for grades 6 through 9

Administered
by the
Center for Civic Education
in cooperation with the
National Conference of State Legislatures

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A Note to Students

Dear students, teachers, and parents:

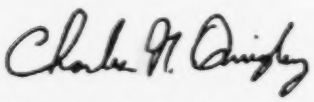
We at the Center for Civic Education welcome your participation in *We the People... Project Citizen*, a program in civic education. We hope you will find it interesting and worthwhile.

In the words of Abraham Lincoln, we have inherited a government that is "of the people, by the people, and for the people...." Our right to participate in governing ourselves in order to protect our rights and promote our common welfare carries certain responsibilities. Among these responsibilities are the need to develop the knowledge and skills to participate intelligently and the willingness to promote liberty and justice for all people.

We believe this program will add to students' knowledge, enhance their skills, and deepen their understanding of how we can all work together to make our communities better.

We wish you well, and we hope that you find the program a stimulating and valuable experience.

Sincerely,



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Introduction

In the United States a public policy is an agreed upon way that our federal, state, or local government fulfills its responsibilities, such as protecting the rights of individuals and promoting the welfare of all the people. Some public policies are written into laws by legislatures. Other policies are contained in rules and regulations created by executive branches of government, the branches responsible for carrying out and enforcing laws.

The following are examples of public policies and the governmental agencies responsible for carrying them out.

- School districts are responsible for making policies regarding student behavior and discipline. Teachers and school administrators enforce these policies.
- State legislatures are responsible for making laws that place speed limits on drivers. Police officers enforce these laws.
- City governments often adopt policies that prohibit people from operating liquor stores near public schools. City inspectors and zoning departments enforce these policies.

When people become aware of problems in their communities, they often want government to develop and carry out policies to deal with those problems. These may be problems for which there are

- existing policies or laws that do not work well,
- existing policies or laws that are not being enforced,
- no policies or laws.

As a citizen of the United States you have a right to say what you think government should do about problems in your community. You also have a right to say what you think about problems in your state, the nation, and about international problems. You have the right to try to influence the decisions people in your government make about all of those problems.

To be able to participate effectively, however, citizens need to know which levels of government and which governmental agencies are responsible for changing, enforcing, or developing a specific public policy. For example, state legislatures may direct agencies to enact policies resulting from federal legislation. Or, local governments may create policies in order to carry out responsibilities assigned to them through laws enacted at the state or federal level. Additionally, as part of the process of developing and implementing policy, governmental agencies must determine if the new policy conflicts with existing legislation or policy.

This project is intended to help you learn how to express your opinions, how to decide which level of government and which agency is most appropriate for dealing with the problem you identify, and how to influence policy decisions at that level of government. It calls for you to work cooperatively with others in your class and, with the help of your teacher and adult volunteers, to accomplish the following tasks:

1. **Identify a problem to study.** You will begin by identifying a problem in your community that you think is important and determine which level of government is most directly responsible for dealing with the problem.
2. **Gather information.** When your class has decided upon the problem you want to study, you will need to gather and evaluate information about the problem from a variety of sources.

3. **Examine solutions.** Next, you will examine public policies that now are being used by your government. You also will examine policies being suggested by other people.

4. **Develop your own public policy.** Next, you will develop a public policy that you think your government should adopt.

5. **Develop an action plan.** Finally, you will develop a plan of action to show how you might influence the appropriate government or governmental agency to adopt your proposed public policy.

Your class will use the materials you have gathered and written as you accomplish these tasks to develop a class **portfolio.** The portfolio is an organized collection of information which makes up your class plan related to a public policy issue that you and your class have decided to study. The class portfolio will contain such things as written statements, charts, graphs, photographs, and original art work. These materials will portray

1) what you have learned about the problem you have selected;

2) what you have learned about alternative solutions to the problem;

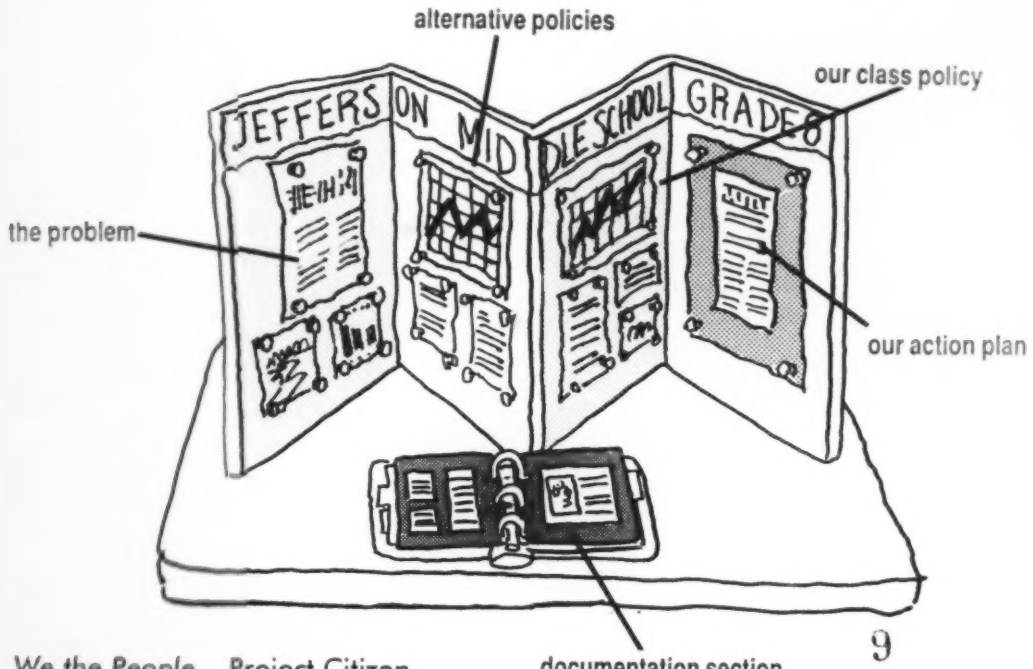
3) what public policy you have selected or developed to deal with the problem;

4) the plan of action you have developed to use in attempting to get your government to adopt your policy.

This instructional guide will provide step-by-step instructions for identifying and studying a public policy problem and for developing your class portfolio.

Your class is encouraged to present its portfolio orally to other classes in your school or to community groups. Your class may enter its portfolio in a competition with other classes who have also developed portfolios.

The knowledge you gain in studying a problem in your community is valuable. It should be shared with others for their benefit. Sharing your knowledge and understanding also will benefit you. It will help you develop skills important for participation in a self-governing society. See *Step V: Presenting Your Portfolio*, page 33, for more details on making oral presentations.



Step I: Identifying Public Policy Problems in Your Community

Purpose of Step I

In this step you will read a short list of problems found in many communities in the United States. These represent problems people often think should be dealt with by their government. After reading the list, you will

- Tell your class what you already know about these problems or what you have heard in discussions about them.
- Interview your parents and others in your community to learn and record what they know about these problems and their attitudes towards them.

The purpose of this step is for you to share what you, your classmates, and others already know about problems in your community. This should help your class gain enough information to make an intelligent choice of one specific problem to study.

A. Class Discussion

Sharing what you know about problems in your community

To complete this activity, your entire class should

1. Read and discuss the problems listed that might be found in your community.
2. Divide into groups of two to three students. Each group should be assigned to discuss one of the problems. Then, the group should write its answers to the questions about the problem that are listed on the Problem Identification and Analysis Form on page 12.
3. Share the answers of each group with the entire class.
4. Keep the completed forms of all groups for later use.

Common problems in communities

Communities across the United States have many problems in common. Some problems may be more serious in some communities than in others. People often think that government should be responsible for adopting policies to help solve these problems.

Problems in schools

1. Many people claim that schools do not teach skills that adequately prepare students to get jobs when they graduate.
2. Some students use language and other forms of expression that are insulting to certain groups.
3. Gang activity both in and out of school makes many students afraid for their personal safety.

Problems regarding young people

1. Young people sometimes work long hours in after-school or weekend jobs. This often makes it difficult for them to do well in school.
2. Some working parents do not have enough money to pay for adequate care for their children during working hours. As a result, young children may be left home alone, sometimes in dangerous circumstances.

Problems involving community standards

1. Some stores advertise and sell tobacco and alcohol near schools. Others sell materials that some people might think obscene, near schools.
2. Some facilities or group homes for elderly persons or persons with disabilities do not meet health or safety standards. Some may treat residents poorly.

Problems involving basic liberties

1. Large numbers of people do not vote in elections. This is especially true in local elections.
2. Many people argue that money plays too great a role in the election of government officials.

Problems concerning the environment

1. Some communities have problems that involve conflicts about the protection of the environment and the protection of jobs.
2. Some communities do not have recycling programs, or those they have do not work well.

B. Small Group Activity

Work with one or two other students to discuss the problem you have been assigned. Then write your answers to the questions on the Problem Identification and Analysis Form on page 12.

If your class wishes to investigate a problem not listed, it may do so.

C. Homework Assignments

Finding out more about problems in your community

The three assignments which follow should help you learn more about problems in your community and the public policies designed to deal with them. Use the forms provided to record the information you gather. Save all the information you collect during these assignments. You may want to include some of it in your class portfolio.

1. **Interview Assignment.** Select **one** problem from the suggestions on pages 9 and 10, or a problem your class has identified, to discuss with your family, friends, neighbors, or others. Find out what they know about that problem in your community and how they feel about it. Use the Interview Form on page 13 to record the information you receive.

2. **Printed Sources Assignment.** Look in newspapers and other printed sources of information for evidence of the problem and policies designed to deal with it in your community. Bring materials you find to your class. Share them with your teacher and your classmates. Use the Printed Sources Form on page 14 to record the printed information you have looked at.

3. **Radio and TV Assignment.** Look or listen for news reports on television or radio concerning the problem and related policies. Bring the information to class to share with your teacher and other classmates. Use the Radio/ Television Observation Form on page 15 to record the information you have gathered.

Problem Identification and Analysis Form

Names of group members _____

Date _____

The problem _____

1. Is this a problem that you and other people in your community think is important? Why?

   _____

   _____

2. What level of government or governmental agency is responsible for dealing with the problem?

   _____

   _____

3. What policy, if any, does government now have to deal with this problem? _____

   _____

   _____

   If a policy does exist, answer the following questions:

   - What are its advantages and disadvantages? _____

     _____

     _____

   - How might it be improved? _____

     _____

     _____

   - Does this policy need to be replaced? Why? _____

     _____

     _____

   - What disagreements, if any, exist in your community about this policy? _____

     _____

     _____

     _____

4. Where can you get more information about this problem and the positions taken by different individuals and groups?

   _____

   _____

   _____

5. Are there other problems in your community that you think might be useful for your class to study? What are they?

   _____

   _____

   _____

   _____

Interview Form

Your name _____ **Date** _____

The problem _____

1. Name of person interviewed _____

   The person's role in the community _____
   (e.g., business person, retired person, parent, student, community volunteer) **Note:** If a person does not wish to be named, respect his or her privacy and indicate only the person's role in the community.

2. Tell the person which problem you are studying. Then ask the following questions. **Record** the answers you receive.

   a. Is this a problem that you think is important? Why?

   _____

   _____

   b. Do you think others in our community believe this is an important problem? Why?

   _____

   _____

   c. What policy, if any, does government now have to deal with this problem?

   _____

   _____

   If a policy does exist answer the following questions:

   - What are the advantages of this policy? _____

     _____

     _____

   - What are the disadvantages of this policy? _____

     _____

     _____

   - How might the policy be improved? _____

     _____

     _____

   - Does it need to be replaced? Why? _____

     _____

     _____

   - What disagreements about this policy, if any, exist in our community? _____

     _____

     _____

   d. Where can I (or my class) get more information about this problem and the different positions people take on the problem.

   _____

   _____

Printed Sources Form

Your name _____ **Date** _____

The problem _____

Name/date of publication _____

Headline on the article: _____

1. Position taken in the article related to problem _____

2. Main points of the position _____

3. According to the source what policy, if any, does government now have to deal with this problem? _____

   If a policy does exist answer the following questions:

   - What are the advantages of this policy? _____
   - What are the disadvantages of this policy? _____
   - How might the policy be improved? _____
   - Does it need to be replaced? Why? _____
   - What disagreements about this policy, if any, exist in our community? _____

Radio/Television Observation Form

Your name _____ **Date** _____ **Time** _____

The problem _____

1. **Source of information.** (This might be a television or radio news program, a documentary, an interview show, or some other program on the problem.) _____

Consider the following questions as you watch and listen to the program:

2. Is this a problem that is thought to be important? Why? _____

3. What policy, if any, does government now have to deal with this problem? _____

- What are the advantages of this policy? _____
- What are the disadvantages of this policy? _____
- How might the policy be improved? _____
- Does it need to be replaced? Why? _____
- What disagreements about this policy, if any, exist in our community? _____

Step II: Selecting a Problem for Class Study

Purpose of Step II

Your entire class should discuss what you have discovered about the problems in your community. Decide if you have enough information to select a problem for class study.

A. Class Discussion

Deciding if you have enough information to select a problem

Use the following steps to select one specific problem for your class to study.

1. If your class thinks it has enough information to make a decision, the class should select a problem by majority vote. Be sure to select a problem that is important to you and your community. Be sure that it is a problem about which you can gather information to develop a good portfolio.
2. If your class decides it needs more information before making a decision on which problem to study, homework assignments may be given to different groups to gather more information on the problems.

Step III: Gathering Information on the Problem Your Class Will Study

Purpose of Step III

Now that your class has selected a problem, you must decide where to get additional information. You will find that some sources of information will be better than others. For example, if you have selected an environmental problem, you will find certain individuals and groups know more about that problem in your community than others.

A. Class Activity

Identifying sources of information

The following is a list of some sources of information you might explore. Read and discuss the list. Decide which sources to contact. Then divide into **research teams**.

Each **research team** should gather information from one of the sources listed or others your class identifies. Forms to use in gathering and recording information are included on pages 12–15 and 20–23. Refer to the appendices on pages 39–57 for examples of sources of information and how to contact them.

Adult volunteers may assist your team in gathering information, but they should not do your work for you. Save all the information you gather for use in the development of the class portfolio.

You might wish to invite people to visit your class to share what they know about the problem you are studying.

Examples of sources of information

1. **LIBRARIES** – School, public, college, and university libraries in your community have newspapers and other publications with information about the problem you are researching. Librarians are there to help you find the information you need. Libraries may have coin operated machines for making photocopies of the information you may wish to use in your portfolio.

2. **NEWSPAPER OFFICES** – You may wish to contact the offices of newspapers in your community. Newspaper reporters gather information on problems in their communities and what government is doing about them. Newspaper offices and reporters may be able to provide your class with clippings on the problem you are studying. They can also provide photographs for which they may charge a small fee.

3. **PROFESSORS AND SCHOLARS** – Professors in local colleges or universities may be experts on the problem you are studying. Your phone book will list the public information offices of nearby colleges and universities. You can call those offices for help in locating scholars who might be helpful. You also could contact high school teachers of government in your community.

4. **LAWYERS OR JUDGES** – Most lawyers and judges belong to bar associations that provide some free services to the public.

   Both lawyers and judges are excellent sources of information on many problems in communities. Ask the principal if there are parents of students at your school who are lawyers. Use a telephone directory to find the bar association nearest you.

5. **COMMUNITY ORGANIZATIONS AND INTEREST GROUPS** – Many groups take an interest in problems found in our communities and the nation. These are called **interest groups**. Some may be found in your community or area. Use a telephone directory to find their offices.

   Your class may have identified some interest groups dealing with the problem you are studying when you did the first homework assignment. Your teacher or an adult volunteer can help you call or write to them for information.

6. **LEGISLATIVE OFFICES** – Your representatives in the legislative or law-making branches of your local government, state government, and the United States Congress are responsible for identifying problems and suggesting or supporting public policies to deal with them.

   Your member of Congress and your representative in your state legislature each has an office in your community, area, or state. You can find the address and phone numbers of these offices in a telephone book. Each office will have one or more people on its staff responsible for helping you and other citizens gain information about problems in your community, state, or the nation.

   Members of Congress may be able to obtain briefing papers on the problem you are studying from the Congressional Research Service, a part of the Library of Congress.

7. **ADMINISTRATIVE AGENCIES** – People working in the administrative agencies of your local, state, and national government may deal with the problem your class has chosen to study. Public information offices can provide information on the problem and what the government is doing about it. For example, your local government may have a health department or a building safety department. Use your phone book to find these or other appropriate offices.

8. **ELECTRONIC INFORMATION NETWORKS** – Many of the above sources as well as numerous others are available online through the Internet. If your school does not have access to this service, check with libraries in your area.

B. Guidelines for Obtaining and Documenting Information

Most people working in the places where you can find information are very busy people. It is important to follow the suggestions given below to avoid having the class place too much of a burden on the offices and individuals being asked for information.

1. **Visiting libraries and other places where information can be found.** Individually or in small groups you may visit libraries or offices of various public and private groups that have information on the problem. (Use the Information from Publications–Documentation Form on pages 20 and 21.)

2. **Calling sources on the phone.** No more than **one** student should be given the assignment of calling any office for information. It is important, therefore, that the student who calls clearly records the information gained during a phone interview. (Use the Information from Letters or Interviews–Documentation Form on pages 22 and 23 to record the information you receive.)

3. **Making appointments and interviewing people.** One student should call to arrange for an appointment. A small group may visit an office or person to conduct a personal interview. (Use the Information from Letters or Interviews–Documentation Form on pages 22 and 23 to record the information you receive.)

4. **Writing and requesting information.** One or more students may write a letter requesting information from each office or person. Including a self-addressed stamped envelope may help you get a response. (Use appropriate Documentation Forms on pages 20–23 to record the information you receive.)

C. Homework Assignment

Researching the problem in your community

After deciding what sources of information to use, your class should be divided into research teams. Each team should be responsible for gathering information from a different source.

If you are the person in your research team who is assigned to contact one of the sources of information described above, begin by introducing yourself. Then inform the person of your purpose or why you are contacting him or her. Use the following guidelines for introducing yourself by letter or in person.

(Use the Information from Letters or Interviews–Documentation Form on pages 22 and 23 to record the answers you receive.)

Introducing Yourself

My name is (your name). I am a student in (teacher's name) (6, 7, 8, or 9th) grade class in (name of school).

We are studying local problems, how they are dealt with by government, and how citizens can participate in their government.

The problem my class is studying is (briefly describe the problem).

I am responsible for finding out information about the problem to share with my class.

May I ask you a few questions now or is there another time that would be better for me to call? Is there another person I should call?

Do you have any printed information on the problem that you can send us? (If you are calling on the phone and the answer is yes, be prepared to give the person the address of your school.)

Information from Publications – Documentation Form

Name(s) of research team member(s) _____

Date _____

Name of library, office, agency, or electronic site visited _____

Problem being researched _____

1. **Source of Information.**
   a. Name of publication _____
   b. Author (if noted) _____
   c. Date of publication _____
2. **Record information from the publication that helps you answer as many of the following questions as you can.**
   a. How serious is this problem in our community?

   _____
   _____
   _____
   _____
   _____

   b. How widespread is the problem in our state or nation?

   _____
   _____
   _____
   _____
   _____

   c. Which of the following do you think is true?
      - There is no law or policy for dealing with the problem. Yes___ No___
      - The law for dealing with the problem is not adequate. Yes___ No___
      - The law for dealing with the problem is adequate, but it is not being well enforced. Yes___ No___

   d. What levels of government or governmental agencies, if any, are responsible for dealing with the problem? What are they doing about the problem?

   _____
   _____
   _____
   _____
   _____
   _____

(continued next page)

Information from Publications – Documentation Form (continued)

e. What disagreements about this policy or ways of dealing with it exist in our community?

f. Who are the major individuals, groups, or organizations expressing opinions on the problem?

- Why are they interested in the problem?
- What positions are they taking?
- What are the advantages and disadvantages of their positions?
- How are they trying to influence government to adopt their position on the problem?

g. How can my classmates and I get more information on their positions?

Information from Letters or Interviews – Documentation Form

Name(s) of research team member(s) _____

Date _____

Problem being researched _____

1. **Source of information.** (Include the name of the person providing the information. If appropriate, include the person's title and group or organization.)

   Name _____

   Title and organization _____

   Address _____

   Phone _____

2. **Request information about the problem.** After introducing yourself by letter or phone as suggested on page 19, ask for answers to the following questions.

   a. How serious is this problem in our community?

   _____

   _____

   _____

   b. How widespread is the problem in our state or nation?

   _____

   _____

   _____

   c. Why is this a problem that should be handled by government? Should anyone else also take responsibility for solving the problem? Why?

   _____

   _____

   _____

   _____

   d. Which of the following do you think is true?

   - There is no law or policy for dealing with the problem. Yes___ No___
   - The law for dealing with the problem is not adequate. Yes___ No___
   - The law for dealing with the problem is adequate, but it is not being well enforced. Yes___ No___

   e. What levels of government or governmental agencies, if any, are responsible for dealing with the problem? What are they doing about the problem?

   _____

   _____

   _____

   _____

(continued next page)

Information from Letters or Interviews – Documentation Form (continued)

f. What disagreements, if any, exist in our community about this problem?

g. Who are the major individuals, groups, or organizations taking sides on the problem?

- Why are they interested in the problem?
- What positions are they taking?
- What are the advantages and disadvantages of their positions?
- How can we get information on their positions?
- How are they trying to influence government to adopt their solutions to the problem?

h. If our class develops a policy to deal with this problem, how might we influence our government to adopt our policy?

Step IV: Developing a Class Portfolio

Purpose of Step IV

You should now have completed enough research to begin to develop your class portfolio. Your class should be divided into four groups. Each group will be responsible for developing one part of the portfolio.

The materials in the portfolios should include the best documentation the class and group have gathered in investigating the problem. It also should include students' original written materials and/or artwork.

A. Specifications for Portfolios

The work of all four groups will be featured in a class portfolio. It will have two sections: a **display section** and a **documentation section**.

1. **Display section.** For this section the work of *each* of the four groups should be placed on a separate panel of the four-panel display. **The display should be composed of four sheets of poster board or foam-core board, or the equivalent, no larger than 32"wide by 40"high.** The display should be developed so it can be placed on a table, bulletin board, or an easel.

   Materials to be displayed may include written statements, list of sources, charts, graphs, photographs, and original art work, etc. (See illustration on page 8.)

2. **Documentation section.** Each of the four groups should select from the materials gathered those which best **document** or give evidence of their research. Materials included in the document section should represent samples of the most important and/or significant research you have completed. Not all research should be included.

   Documentation materials should be put in a three ring binder no larger than 2" thick. Use different colored dividers to separate the four sections. Prepare a table of contents for each section.

B. Portfolio Group Tasks

The following are the tasks of each portfolio group. Each group should select from the materials gathered by all the research teams those that help them complete the tasks described below. (More detailed instructions for each group are included on the next page in section D.)

Portfolio Group One: Explaining the problem. This group is responsible for explaining the problem the class has chosen to study. The group also should explain why the problem is important and why that level of government or governmental agency should deal with it.

Portfolio Group Two: Evaluating alternative policies suggested to deal with the problem. This group is responsible for explaining present and/or alternative policies designed to solve the problem.

Portfolio Group Three: Developing a public policy the class will support. This group is responsible for developing and justifying a specific public policy that the majority of the class agrees to support.

Portfolio Group Four: Developing an action plan to get government to accept the class policy. This group is responsible for developing an action plan showing how citizens can **influence** their government to adopt the policy the class supports.

C. Portfolio Evaluation Criteria

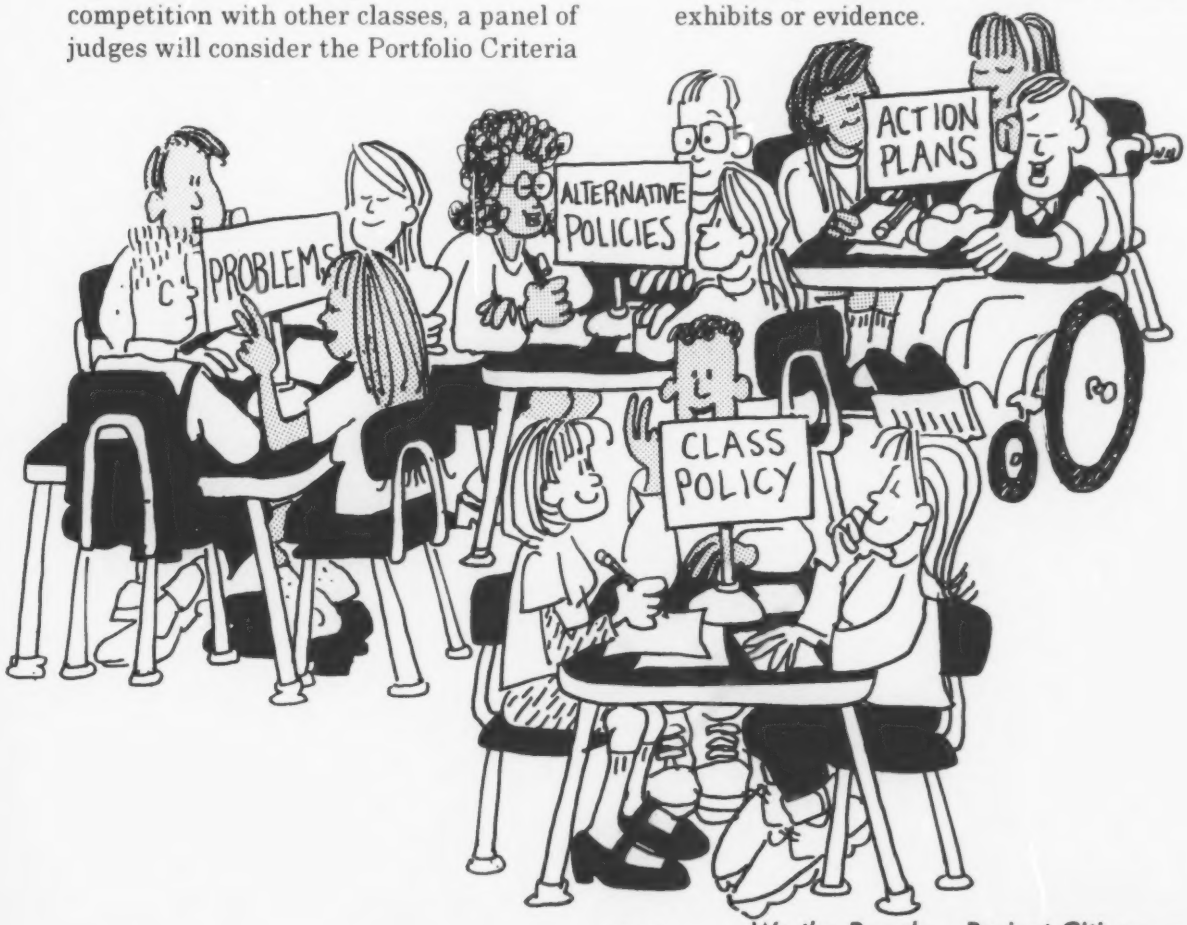
On the following page there is a Portfolio Criteria Checklist which will help you develop the best possible portfolio. Use it as a guide while you are developing your portfolio. In addition to the items described in the Portfolio Criteria Checklist you will want to consider the overall effect of your portfolio. You will want your portfolio to show creative problem solving and originality. Be careful to be selective in the information you present.

If your class enters its portfolio in a competition with other classes, a panel of judges will consider the Portfolio Criteria Checklist as they evaluate your portfolio. They will give separate ratings to each of your portfolio sections and to the portfolio as a whole.

D. Instructions for Portfolio Groups

The following instructions specify each group's tasks in more detail. Although each group has specific tasks, it is important that they communicate with one another to share ideas and information. Each group should keep the entire class informed of its progress and work cooperatively with the other groups so that the class develops the best portfolio it can.

Groups should collaborate as they decide what specific items should be included in the display and documentation sections of the portfolio. This collaboration will avoid displaying the same information more than once and guarantee the inclusion of the best exhibits or evidence.



PORTFOLIO CRITERIA CHECKLIST

Criteria for *each section* of the portfolio:

- **Completeness**.
  Does each section include the material described on pages 27–32 for Portfolio Groups 1–4?
  Have you included more than you need?
- **Clarity**.
  Is your portfolio well organized?
  Is your portfolio clearly written, grammatical, and correctly spelled?
  Are major points and arguments easy to understand?
- **Information**.
  Is the information accurate?
  Does the information cover major facts and important concepts?
  Is the information you included important for understanding your topic?
- **Support**.
  Have you given examples to explain or support your major points?
  Have you given thoughtful explanations for your major points?
- **Graphics**.
  Do your graphics relate specifically to your section's content?
  Do your graphics provide information? Does each have a caption or title?
  Do your graphics help people understand your display?
- **Documentation**.
  Have you documented the major points in your portfolio section?
  Have you used reliable, trustworthy, and varied sources?
  Does your documentation clearly relate to the display?
  Have you selected only the best and most important sources of information?
- **Constitutionality**.
  Have you explained why your proposed policy does not violate
  the Constitution? (applies to group 3)

Criteria for the *overall* portfolio:

- **Persuasiveness**.
  Does your portfolio give ample evidence that your selected problem is important?
  Does your proposed policy address the problem directly?
  Does your portfolio explain how you might gain public support for the proposed policy?
- **Practicality**.
  Is your proposed policy practical and realistic?
  Is your plan for gaining support for your proposed policy realistic?
- **Coordination**.
  Does each of the four parts of your display portfolio relate to the
  others without repeating information?
  Does the documentation section of your portfolio provide evidence
  to support your display portfolio?
- **Reflection**.
  Does the section where you reflect upon and evaluate the development of your
  portfolio demonstrate that you have thought carefully about your experience?
  Do you demonstrate what you have learned from the portfolio development experience?

Portfolio Group One

Explaining the problem

Your group is responsible for explaining the problem in the first display and documentation sections of your class portfolio.

A. Display section of portfolio: Part 1

This part should include the following items:

1. **A written summary of the problem.** Review material gathered by research teams. Write *no more than two double spaced typed pages* explaining the problem. Summarize what you have learned in response to the following questions.
   a. How serious is this problem in your community?
   b. How widespread is the problem in your state or the nation?
   c. Why is this a problem that should be handled by government? Should anyone else also take responsibility for solving the problem? Why?
   d. Which of the following do you think is true?
      - There is no law or policy for dealing with the problem.
      - The law for dealing with the problem is not adequate.
      - The law for dealing with the problem is adequate, but it is not being well enforced.
   e. What disagreements, if any, exist in your community about this problem?
   f. Who are the major individuals, groups, or organizations taking sides on the problem?
      - Why are they interested?
      - What positions are they taking?
      - What are the advantages and disadvantages of their positions?
      - How are they trying to influence government to adopt their views?
   g. What levels of government or governmental agencies, if any, are responsible for dealing with the problem? What are they doing about the problem?
2. **Graphic presentations of the problem.** This may include charts, graphs, photos, political cartoons, newspaper headlines, tables of statistics, and other illustrations. Illustrations may be from printed sources or they may be your original creations. Each illustration should have a caption or title.
3. **Identification of your sources of information.** On *one or more typed pages,* identify sources the class has used.

B. Documentation section of portfolio: Part 1

In Part 1 of the class binder include copies of the **best or most important information** your class gathered and used in your examination and explanation of the problem. For example, you may include selected

- newspaper or magazine clippings;
- written reports of interviews with people in the community;
- written reports of radio and television coverage of the problem;
- communications from public and private interest groups; and
- excerpts from government publications.

Lengthy documents and reports should be represented by copies of their title pages, tables of contents, and a one page summary (or abstract) of the document either taken from the document itself or written by the group. Be sure to prepare a table of contents for this section.

Portfolio Group Two

Examining alternative policies to deal with the problem

Your group is responsible for clearly explaining and evaluating present and/or alternative policies designed to deal with the problem. Your findings are presented in the second display and documentation sections of your class portfolio.

A. Display section of portfolio: Part 2

This part should include the following items.

1. **A written summary of alternative policies**. Select two or three of the policies proposed by different individuals or groups. (You may include an existing policy.) For each policy you select, *include no more than one double spaced typed page* which summarizes your answers to the following questions:
   a. What is the policy proposed by the individual or group?
   b. What are the advantages and disadvantages of the policy?
2. **Graphic presentations of the policies**. This may include charts, graphs, photos, drawings, political cartoons, newspaper headlines, tables of statistics, and other illustrations related to the policies. These illustrations may come from printed sources or they may be your original creations. Each illustration should have a caption or title.
3. **Identification of your sources of information.** On *one or more typed pages*, identify sources the class has used to gather information.

B. Documentation section of portfolio: Part 2

Include in Part 2 of the class binder copies of the **best or most important information** your class gathered and used in examining and evaluating present and alternative policies to deal with the problem. For example, you may include as documentation selected

- newspaper or magazine clippings;
- written reports or summaries of interviews with people in the community;
- written reports of radio and television coverage of the problem;
- communications from public and private interest groups; and
- excerpts from government publications.

Lengthy documents and reports should be represented by copies of their title pages, tables of contents, and a one-page summary (or abstract) of the document either taken from the document itself or written by the group. Be sure to prepare a table of contents for this section.

Portfolio Group Three

Proposing a public policy to deal with the problem

Your group is responsible for proposing a public policy to deal with the problem. The policy your group chooses must be agreed to by a majority of your class. It must also be a policy that does not violate your federal or state constitution. A Constitutional Opinion Form is included on pages 30–31 to assist you and your class in making sure your policy does not violate the federal constitution or your state constitution. Once this is decided your class may choose to

- support one of the alternative policies identified by Portfolio Group Two,
- modify one of those policies, or
- develop your own policy.

A. Display section of portfolio: Part 3

This part should include the following items:

1. **A written explanation and justification for your suggested policy**. You should explain the policy your class selects and your reasons for supporting it. In *no more than two double spaced typed pages* describe
   a. the policy your class believes will best deal with the problem.
   b. the advantages and disadvantages of your policy.
   c. why, in the opinion of your class, your policy does not violate your federal and state constitution. Use the Constitutional Opinion Form on pages 30–31 to record your answer to this question. Complete the form and place it in the documentation section of your portfolio. Remember, you will need to work with your entire class to complete this part of the portfolio.
   d. what branches or agencies and what level of government should be responsible for carrying out your suggested policy? Why?
2. **Graphic presentations of your proposed policy**. This may include charts, graphs, photos, drawings, political cartoons, newspaper headlines, tables of statistics, and other illustrations related to the policy and the problem it is designed to solve. These illustrations may come from printed sources or they may be your original creations. Each illustration should have a caption or title.
3. **Identification of your sources of information.** On *one or more typed pages*, identify sources the class has used to gather information.

B. Documentation section of portfolio: Part 3

Include in Part 3 of the class binder copies of the **best or most important information** your class gathered and used in developing its proposed policy. For example, you may include as documentation selected

- newspaper or magazine clippings;
- written reports of interviews with people in the community;
- written reports of radio and television coverage of the problem;
- communications from public and private interest groups; and
- excerpts from government publications.

Lengthy documents and reports should be represented by copies of their title pages, tables of contents, and a one page summary (or abstract) of the document either taken from the document itself or written by the group. Be sure to include a table of contents for this section.

Constitutional Opinion Form

The United States Constitution and Bill of Rights place limits on what government can do in order to protect the rights of the people. So do the constitutions of each state.

Whenever we suggest that government adopt a policy or enact a law to deal with a problem, it is important that we do not ask government to do something prohibited by our federal or state constitutions. Each citizen has the right and should take the responsibility to look at present and suggested policies and laws to see if they might be violating constitutional limits on government.

This checklist includes some of the most important limits our federal and state constitutions place upon our governments to protect our rights. Use the checklist when you develop your policy. Be sure that, in your opinion, your proposed policy does not violate the limits placed on government.

This Constitutional Opinion Form should be considered by the entire class. The results of that consideration should be included in Part 3 of the display and documentation sections of your portfolio.

Checklist

1. Government is not allowed to interfere with a person's freedom of belief.
   Our proposed policy (does/does not) violate this limit on the power of government.
   Explain why.

2. Government is not allowed to place unreasonable and unfair limits on a person's right to express him or herself in speech, writing, or by other means.
   Our proposed policy (does/does not) violate this limit on the power of government.
   Explain why.

(continued on next page)

3. Government is not allowed to take a person's life, liberty, or property without giving that person a fair hearing in a court of law or before another authorized agency of government.
   Our proposed policy (does/does not) violate this limit on the power of government. Explain why.

4. Government is not allowed to invade the privacy of a person's home without a very good reason for doing so.
   Our proposed policy (does/does not) violate this limit on the power of government. Explain why.

5. Government is not allowed to make laws that unreasonably or unfairly discriminate against people on the basis of race, religion, age, ethnic group (national origin), or gender.
   Our proposed policy (does/does not) violate this limit on the power of government. Explain why.

Summary Statement

Write a summary statement in which you support your belief that your class's proposed public policy does not violate your federal and state constitutions.

Portfolio Group Four

Developing an action plan

Your group is responsible for developing a plan of action. The plan should include steps you might take to get your proposed policy accepted and implemented by government. Your entire class should be involved in developing the plan, but your group will explain the plan in Part 4 of the display section and Part 4 of the documentation section of your class portfolio.

A. Display section of portfolio: Part 4

This part should include the following items:

1. **A written explanation of how your class could develop support among individuals and groups in your community for your proposed plan.** On *one double spaced typed page,* describe the main points of your plan. Be sure to
   a. Identify influential individuals and groups in your community who might be willing to support your proposed policy. Briefly describe how you might gain their support.
   b. Identify groups in your community which might oppose your policy. Explain how you might convince them to support your proposed policy.
2. **A written explanation of how your class could develop support by your government for your proposed policy**. On *one double spaced typed page,* describe the main points of your plan. Be sure to
   a. Identify influential government officials and agencies which might be willing to support your policy. Briefly describe how you might get them to support the policy your class proposes.
   b. Identify persons in your government who might oppose your policy. Explain how you might convince them to support your proposed policy.
3. **Graphic presentations of your action plan**. This may include charts, graphs, photos, drawings, political cartoons, newspaper headlines, tables of statistics, and other illustrations. These illustrations may come from printed sources or they may be your original creations. Each illustration should have a caption or title.
4. **Identification of your sources of information.** On *one or more typed pages,* identify sources the class has used to gather information.

B. Documentation section of portfolio: Part 4

Include in Part 4 of the class binder copies of the **best or most important information** your class gathered and used in developing your action plan. For example, you may include as documentation selected

- statements by influential individuals and groups;
- statements by influential government officials and agencies;
- newspaper or magazine clippings;
- written reports of interviews with people in the community;
- written reports of radio and television coverage of the problem;
- communications from public and private interest groups; and
- excerpts from government publications.

Lengthy documents and reports should be represented by copies of their title pages, tables of contents, and a one page summary (or abstract) of the document either taken from the document itself or written by the group.

Step V: Presenting Your Portfolio

Purpose of Step V

When your class portfolio is completed, you can present your project before an audience. Your presentation can be made to a three- or four-person panel representing your school and community. These panel members will "judge" your presentation based on the same criteria you used to develop your portfolio. This activity will give you valuable experience in presenting important ideas to others and convincing them of your position.

There are four basic goals of the presentation:

1. To inform an audience of the importance of the problem identified in your community.
2. To explain and evaluate alternative polices so that an audience can understand the advantages and disadvantages of each.
3. To discuss your class's choice as the "best" policy to deal with the problem and "make the case" for that policy. To make and support your class's view that the proposed policy does not violate your federal and state constitutions.
4. To demonstrate how your class could develop support for its policy in your community, as well as in the legislative and executive branches of the appropriate level of government.

Each of these goals matches the four groups that had responsibility for your portfolio display. During the portfolio presentation, each group will be responsible for the appropriate goal using the following guidelines.

A. Opening Oral Presentation

The first four minutes will be the opening presentation during which the group will present orally the **most significant information** from its part of the portfolio.

1. It should be based on the portfolio display and documentation section, but should not be a word for word reading from the display.
2. Use graphics from the portfolio to help you explain or emphasize a point.
3. Only materials included in your portfolio may be used during the oral presentation. You may not introduce additional materials such as videotapes, slides, computer demonstrations, etc.

B. Follow-up Questions

The next six minutes will be the follow-up question period during which a panel of judges will ask the group about its portfolio presentation. During this period the judges might ask you to

1. explain further or clarify points you have made.
2. give examples of specific points you have made.
3. defend some of your statements or positions.
4. answer questions about what you learned from your experience. What problems did you have? What were the most important things you learned as you studied this community problem?

C. Preparation

You might ask parents or other community members experienced in making public

presentations to coach your group. People involved in local government or in civic and community organizations can be very helpful.

Practice your oral presentation prior to giving it to an adult audience. Try it out in front of your classmates or students from other classes.

D. Guidelines

As many members of each group as possible should participate in the opening presentation and follow-up question period. The oral presentation should not be dominated by one or two students. It should demonstrate the cooperative learning that went into the portfolio preparation.

Do not read to the **judges** from your portfolio display. Select the most important information and arguments and present them in a conversational style.

You may use notes during the opening presentation but not during the follow-up question period.

If you do not use the full four minutes allowed for the opening presentation, the unused time will be added to the follow-up question period. Each group is entitled to ten minutes before the judges.

You may use only those materials included in your group's portfolio during your oral presentation.

E. Evaluation Criteria

If your class decides to enter a competition in which there is an oral presentation, your presentation will be scored by a panel of judges. Your teacher will explain the criteria to be used in judging those presentations.

Step VI: Reflecting on Your Learning Experience

Purpose of Step VI

It is always a good idea to think about or reflect upon experiences you have had or projects you have completed. This is one way to learn, to avoid mistakes in the future, and to improve your performance.

Now that your class has completed its portfolio, add a reflection or evaluation part to the Documentation Section binder. This part of your portfolio should describe briefly

- **what** and **how** you and your classmates learned.
- what you might do differently, if you were to develop another portfolio.

Reflecting upon your experiences should be a cooperative class effort similar to the way you have worked throughout this project. Reflect as an individual as well as a member of your class. Your teacher and the adults who helped you develop your portfolio can help you reflect on your experiences in this project.

It may be helpful to present your portfolio to an audience before your class develops this final part of your portfolio. Questions from members of an audience and their reactions to your portfolio may help you reflect upon your learning experiences and the portfolio you developed.

Conclusion

It is important that you continue to develop the skills that help you influence the making of public policy. You will use these skills in the future. Remember that public policies often need to be revised. New problems require new public policies.

Guidelines

You may wish to use the following questions to reflect on your experience.

1. What did **I** personally learn about public policy from working with my classmates?
2. What did **we** learn as a class about public policy by developing our portfolio?
3. What skills did **I** learn or improve upon in this project?
4. What skills did **we** learn or improve upon in this project?
5. What are the advantages of working as a team?
6. What are the disadvantages of working as a team?
7. What did **I** do well?
8. What did **we** do well?
9. How can **I** improve my problem-solving skills?
10. How can **we** improve our problem-solving skills?
11. What would **we** want to do differently, if we were to develop another portfolio on another public policy issue?

Helping to develop public policies and taking positions on them are lifelong responsibilities of citizens in a self-governing society.

Glossary

The words in the glossary are defined to clarify their meaning as used in this text. Additional terms have been included because they relate to civics and are commonly used in the study of government and the making of public policy. Refer to your dictionary for more complete definitions.

abstract – a summary of the most important points in a document such as a newspaper article

administrative agencies – departments of a government that manage the daily affairs of that government or other institutions

administration – day-to-day management of public policies and procedures

alternative policies – any number of possible courses of action for dealing with a particular need or problem

analysis – the process of examining a subject in detail by studying its parts

basic liberties – freedoms that are fundamental to democratic societies, such as freedom of religion, freedom of expression, and due process of law

bill – a proposed law submitted to a legislature

city inspectors – employees of city government who check to ensure that laws and regulations are being followed

city government – the political unit of authority responsible for making, carrying out, and enforcing city laws

citizen – a member of a nation who is entitled to the rights and privileges of membership and who has the duties and responsibilities of membership (citizenship)

civic – of a citizen or citizens

community standards – levels of acceptable behavior agreed to by individuals living in a city or community

community organizations – groups of community members working towards common goals

congressional district – one of the 435 defined areas of the United States, each with approximately 500,000 people, which elects one congressperson to the U.S. House of Representatives

constitutionality – the state of being permitted according to the U.S. Constitution

coordination – working together efficiently

criteria – the rules or qualifications that are used for judging

demonstrate – to show how something is done

display section – the part of the portfolio that is mounted for an audience to view. It provides an overview of the entire portfolio

documentation section – the part of the portfolio that contains selected records of the team's research as well as their original papers

enforce – to make people obey laws and public policies

ethnic group – a cultural group often defined by shared ancestry, heritage, and customs

excerpt – a passage or section taken out of a book or other publication

exhibit – a document or other object formally submitted as evidence to support a position

gender – classification of people as either male or female

governmental agency – a part or division of the executive branch of local, state, or national government responsible for carrying out and enforcing laws and other public policies

graphic presentations – pictures or diagrams that give a clear visual impression of the main points of the portfolio

interest group – a group of persons having a common interest or goal

interview – a conversation for the purpose of obtaining facts and other information

issue – a subject being discussed or disputed

laws – rules that are created and enforced by governments

legislative offices – lawmakers and their staffs

legislature – a group of persons chosen by the voters to make laws

lobbyists – people who present the interest of particular groups to lawmakers in order to influence them

local government – political units of authority serving the needs of a city, town, borough, county, etc.

oral – spoken rather than written

persuasiveness – the power to convince others

policy – a plan of action designed to achieve a certain goal

practicality – the state of being realistic rather than idealistic

professor – a teacher at a college or university

public policy – an agreed upon way that our government fulfills its responsibilities, such as its responsibilities to protect the rights of individuals and promote the welfare of all the people. Some public policies are written into laws by legislatures. Other policies are contained in rules and regulations created by administrative branches of government—the branches responsible for carrying out and enforcing laws.

reflection – serious thought or meditation

scholar – someone who has done advanced study or research in a particular field

source – a document or a person that supplies information

specifications – a list giving exact descriptions

statistics – numerical data

United States Congress – the legislature of the United States consisting of the Senate and House of Representatives

values – something that people think is of great importance such as freedom, justice, or loyalty. Values provide standards used in judging behavior. For example, honesty is a value used to judge a person's behavior.

zoning – local rules that divide a community into areas and tell how the land in each area can be used

zoning department – an agency of local government that determines and regulates the use of land for a particular purpose such as for homes, businesses, or recreation

Appendices

Reference materials are in your school or public library. On the following pages you will find the types of lists that are in reference materials. For example:

- **the telephone book**
- **a directory of businesses**
- **a list of public service organizations**

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Appendix B. Newspapers 43

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Appendix D. Lawyers, Judges, and Bar Associations 47

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Appendix A

Libraries

This sample list of libraries was taken from a telephone directory. Use the telephone directory for your community to find libraries in your area.

Commerce Public Library
213-722-6660
5655 Jillson Street
Commerce, CA 90040

Los Angeles Public Library
213-612-3200
433 S. Spring Street
Los Angeles, CA 90013

Mailing Address:
630 West 5th Street
Los Angeles, CA 90071

Pasadena Public Library
818-405-4052
285 E. Walnut Street
Pasadena, CA 91101

University of Southern California
Crocker Business Library
213-740-8520
Hoffman Hall, Room 201
University of Southern California
Los Angeles, CA 90089-1421

West Los Angeles Regional Branch Library
310-575-8323
11360 Santa Monica Blvd.
Los Angeles, CA 90025

Appendix B

Newspapers

This sample list of newspapers was acquired by consulting telephone information. Use the telephone directory for your community to find newspapers in your area.

Atlanta Journal Constitution
404-526-5151
72 Marietta N.W.
Atlanta, GA 30303

New York Times
212-556-1234
229 W. 43rd
New York, NY 10036

Chicago Tribune
312-222-3232
435 N. Michigan Avenue
Chicago, IL 60611

Cleveland Plain Dealer
216-999-5000
1801 Superior Avenue
Cleveland, OH 44114

Christian Science Monitor
617-450-2065
One Norway Street
Boston, MA 02115

Appendix C

Professors and Scholars

Here is a sample list that illustrates how to find professors and scholars at one state university. It was taken from a telephone directory. Use the telephone directory for your community to find colleges and universities in your area.

PUBLIC SCHOOLS

UNIVERSITY OF ALASKA
FAIRBANKS—continued
Fax 474-5555
TTY/TDD 474-7045
DISTANCE EDUCATION AND INDEPENDENT LEARNING CENTER FOR
Harper Building 474-5353
Fax 456-8817
TTY & Voice 451-1985
DOWNTOWN CENTER
510 2nd Av 451-7223
Fax 456-8817
TTY & Voice 451-1985
DRAFTING
Hutchison Career Center . . 474-5264
Or 474-5240
Fax 474-7335
EARLY CHILDHOOD DEVELOPMENT
Hutchison Career Center . . 474-5503
Fax 474-7335
EARLY CHILDHOOD LAB
SCHOOL 703 Chatanika . . 474-6393
EARTHQUAKE INFORMATION
301L Elvey 474-5161
Or 474-7472
Fax 474-5618
ECONOMIC EDUCATION CENTER
FOR 205A Bunnell 474-5263
ECONOMICS DEPARTMENT
205 Bunnell 474-7119
Fax 474-5219
EDUCATION SCHOOL OF
7th Floor Gruening 474-7341
Fax 474-5451
Certification And Advising 474-6180
Computer Lab 474-6424
Resource Center 474-6633
Science Consortium/Sea Week 474-5483
Continued next column

ELDERHOSTEL 207 A-B Gruening
UAF Programs 474-6931
State Office 474-5360
Fax 474-6924
ELECTRICAL ENGINEERING DEPARTMENT
217 Duckering 474-7330
Fax 474-6087
ELECTRON MICROSCOPE FACILITY
173 Arctic Health Research Bldg 474-5452
EMERGENCY . . . . . Dial 911
SEE Also Fire Dept/UAF Police Dept 474-7721
ENGINEERING AND SCIENCE MANAGEMENT
349 Duckering 474-6121
Fax 474-6087
ENGINEERING SCHOOL OF
248 Duckering
Dean 474-7330
Fax 474-6087
ENGLISH DEPARTMENT
203 Fine Arts/Theatre . . . 474-7193
Writing Center 401 Fine Arts/Theatre 474-5314
ENVIRONMENTAL HEALTH & SAFETY
UAF RISK MANAGEMENT
Old U Park School . . . 474-5496
Fax 474-5489
ENVIRONMENTAL QUALITY ENGINEERING AND SCIENCE PROGRAM
361 Duckering 474-7341
Fax 474-6087
ENVIRONMENTAL TECHNOLOGY LAB
363 Duckering 474-6090
Fax 474-6087
Continued next column

EQUAL EMPLOYMENT OPPORTUNITY
3rd Floor Signers' Hall . . . 474-6991
Fax 474-7225
EQUIPMENT CHECK OUT (MEDIA SERVICES)
4th Floor Library 474-7072

UNIVERSITY OF ALASKA
FAIRBANKS—Continued
ESCORT (UAF POLICE DEPT ESCORT SERVICE)
Health Safety & Security Bldg 474-7721
EXTENDED EDUCATION PROGRAMS
Downtown Center 510 2nd Av 451-7223
Fax 456-8817
EXTENSION SERVICE
SEE Alaska Cooperative Extension
FACILITIES MANAGEMENT
327 Signers' Hall 474-5812
Fax 474-7225
FACULTY DEVELOPMENT
3rd Floor Signers' Hall . . 474-7096
Fax 474-6725
FACULTY SENATE
312 Signers' Hall 474-7964
Fax 474-5213
FAIRBANKS SYMPHONY . . 479-3407
Regents Great Hall 474-5407
FAMILY HOUSING Moore–Bartlett-Skarland Complex
FESTIVAL OF NATIVE ARTS
5th Floor Gruening 474-6989
Fax 474-5624
FILM LIBRARY
4th Floor Library 474-7023
Continued next column

FINANCIAL AID
101 Eielson 474-7256
Fax 474-7900
FIRE DEPARTMENT
Health Safety & Security Bldg 474-7721
Fax 474-5555
Dispatch Center 474-7721
Or 474-7722
Fire Chief 474-6303
Or 474-6646
Deputy Chief 474-7012
Assistant Chiefs 474-5774
Captain 474-6913
Firefighters' Kitchen 474-6210
Dorm 1st Floor 474-6208
Dorm 2nd Floor 474-6209
Duty Bay 474-6211
FIRE SCIENCE
Hutchison Career Center . 474-7916
Or 474-5240
Fax 474-7335
FISHERIES AND OCEAN SCIENCES SCHOOL OF
217 O'Neill 474-7824
Dean 474-6824
Fax 474-7204
Executive Officer 474-6765
Fiscal Office 474-7824
Fiscal Officer 474-7928
Grants And Contracts . . 474-7824
Payroll 474-6737
Purchasing Accts Payable/Accts Receivable 474-6808
Travel 474-6868
Personnel 474-6524
Proposals 474-6735
FISHERIES DIVISION
208 O'Neill 474-7289
Fax 474-7204
Continued next page

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Appendix D

Lawyers, Judges, and Bar Associations

Use the telephone directory for your community to find local lawyers. Lawyers also are called attorneys.

Judges may be found under the sections on the courts in which they serve. For example, Municipal Court judges can be found in the section on Municipal Courts. To contact a Superior Court judge, call the Superior Court in your county.

Bar Associations are listed in the White Pages under specific headings (i.e., Burbank Bar Association, Fresno County Bar Association).

New York City Government Offices

CORPORATION COUNCIL
SEE LAW DEPT
CORRECTION DEPT OF—
Brooklyn Correctional Facility
14-12 Hazen East Elmhurst ... 728-7000
Business Information 60 Hudson Manhattan ... 212266-1000
Inmate And Visit Information ... 728-7000
Inspector Genl 60 Hudson Manhattan ... 212266-1900
Personnel Office ... 212374-2288
Press Relations 100 Centre St Manhattan ... 212374-4440
COUNTY CLERK-KINGS COUNTY 360 Adams—
Information ... 643-5857
Jurors Div ... 643-8023
Jurors Div ... 643-5256
Jurors Payment ... 643-3898
Central Jury ... 643-5776
Notary Dep ... 643-8011
Business Reg ... 643-8012
COURTS—
Civil Court 141 Livingston—
Automated Message Center ... 212791-6000
Housing ... 212791-6000
Small Claims ... 212791-6000
Criminal Court 120 Schermerhorn—
AP1 3 & 4 Clerks Office ... 643-4388
AP2 Clerks Office ... 643-4025
AP5-9 Clerks Office ... 643-4380
APAR1 2 & 3 ... 643-5675
Boro Chief Clerk ... 643-3909
Court Officer Division ... 643-5674
Information & Central Clerks Office ... 643-4044
Jury 1 & 2 Clerks Office ... 643-3176
Warrants ... 643-2040
Family Court 283 Adams—
Information ... 643-2650
Clerk of Court ... 643-2652
Judges' Chambers ... 643-4546
Parts Division ... 643-8398
Petition Division ... 643-8895
Records ... 643-5811
Adoptions ... 643-8110
Mental Health Services ... 643-8195
Adult Probation ... 643-3879
Juvenile Probation ... 643-8864
Warrant Officer ... 643-8860
Supreme Court Kings County—
General Information Civic Center ... 643-8078
Civil Calendar Civic Center ... 643-5770
Committee Annual Accounts ... 643-5252
Court Reporters Civic Center ... 643-2696
Criminal Term Civic Center—
Information ... 643-7034
Appeals ... 643-3586
Arraignments ... 643-7048
Bail Bond ... 643-2799
Record Room ... 643-7686
COURTS—
Supreme Court Kings County—
Jury Service Information Civic Center ... 643-5776
Justice Chambers Civic Center ... 643-3560
Medical Records Civic Center ... 643-8024
Probation
See Probation Dept of
Special Term Parts Civic Center—
Part 1 ... 643-5972
Part 2 ... 643-5736
Part 3 ... 643-5770
Part 4 ... 643-5367
Part 5 ... 643-5123
Part 5B ... 643-8839
Part 6 Infants & Incompetents Proceedings ... 643-5878
Part 7 ... 643-5324
Part 8 ... 643-5771
Part 9 ... 643-5876
Part 10 ... 643-4534
Special Term Part 11 ... 643-5325
Trial Term Part 1 ... 643-3241
Surrogates Court 2 Johnson—
Accounting And Miscellaneous ... 643-5220
Adoptions ... 643-5886
Calendar ... 643-5304
Cashier ... 643-8020
Certification ... 643-8019
Estate Administration ... 643-5259
Finance ... 643-5870
General Information ... 643-5262
Guardianship & Guardian Accounting ... 643-5260
Law ... 643-5262
Probate ... 643-5227
Records ... 643-8016
CULTURAL AFFAIRS DEPT OF 2 Colmbs Cir Manh—
Genl Information ... 212841-4100
Agency Information ... 212841-4100
Artist Certification ... 212841-4100
Arts Apprenticeship ... 212841-4100
Materials For The Arts ... 212255-5924

D

DAY CARE & HEAD START INFORMATION-CALL FOR KIDS ... 387-5437
DAY CARE & HEAD START PROGRAMS SEE AGENCY FOR CHILD DEVELOPMENT
DISTRICT ATTORNEY NY COUNTY—
Hearing Impaired TTY/TTD Device Only ... 212335-9500
DISTRICT ATTORNEY-KINGS COUNTY 210 Joralemon—
Adopt-A-School/Legal Lives ... 250-2320
Appeals & Motions ... 250-2460
Citizen Action Center ... 802-2982
Civil Actions Bureau ... 802-2640
Civil Rights Bureau ... 250-3000
Community Affairs ... 250-2241
Corruption Investigation Division ... 250-3300
Complaint Room ... 250-3500
Crime Victims Counseling Unit ... 802-2712
Criminal Court Bur ... 834-5173
District Attorney Charles J Hynes ... 250-2200
Domestic Violence Bureau ... 834-4129
Fiscal Office ... 802-2997
Gang Unit ... 250-3110
General Information ... 250-2000
Grand Jury Bureau ... 802-2981
Investigations Bureau ... 250-2420
Juvenile Crimes Unit ... 802-2718

Appendix E

Businesses

Ward's Business Directory of U.S. Private and Public Companies - 1995

Company Name- *Executive Officer*	Address, City	Zip	Phone
Calvin Kim and Associates Inc	**101 7 Palm Dr, Honolulu**	**96814**	**808-528-3770**
Kober/Hanssen/Mitchell Architects Inc	1585 Kapiolani, Honolulu	96814	808-955-8882
Kumangai Gumi (Hawaii) Corp	1585 Kapiolani, Honolulu	96814	808-942-7743
Laser Disc Headquarters Inc	**661 Keeaumoku St, Honolulu**	**96814**	**808-955-0654**
WHT Leong and Associates	1360 S Beretania St, Honolulu	96814	808-531-4621
Richard Libbey Inc	210 Ward Ave, Honolulu	96814	808-531-4627
Luxury Motors Inc	**1017 Kapiolani Blvd, Honolulu**	**96814**	**808-526-2868**
Mamo Howell Inc--Mamo Howell	1020 Auahi, Honolulu	96814	808-522-0611
McHale Videofilm	1116 Auahi St, Honolulu	96814	808-545-4040
Meadow Gold Dairies of Hawaii--Jay Wilson	**925 Cedar St, Honolulu**	**96814**	**808-949-5161**
MOS Foods Hawaii Inc	1580 Makaloa St, Honolulu	96814	808-942-1450
Nautilus Subsea Adventures Inc--Ted Bush	1085 Ala Moana, Honolulu	96814	808-591-9199
Occidental Underwriters of Hawaii Ltd	**1163 S Beretania St, Honolulu**	**96814**	**808-536-1933**
Pacific Focus Inc--Dennis Burns	1013 Kawaiahao St, Honolulu	96814	808-536-3848
Pacific Guardian Life Insurance Company Ltd-Hiromi Okamoto	1440 Kapiolani Blvd, Honolulu	96814	808-955-2236
Palea Properties LP	**818 Keeaumoku, Honolulu**	**96814**	**808-973-3636**
Paradise Cruise Ltd	350 Ward Ave, Honolulu	96814	808-537-9039
Peck Sims Mueller Inc--Sanderson Sims	1170 Waimanu St, Honolulu	96814	808-526-1134
Queen Emma Corp--Barry Okuda	**615 Piikoi St, Honolulu**	**96814**	**808-545-7733**
Sandsburg International Inc	1600 Kapiolani, Honolulu	96814	808-949-1616
Sanjo Printers Inc--Ryoichi Sanjo	1440 Kapiolani, Honolulu	96814	808-973-1701
Splash Hawaii--Gary McCarty	**641 Keeaumoku St, Honolulu**	**96814**	**808-946-8896**
Teval Corp--Ted Valdez	1436 Young St, Honolulu	96814	808-942-2411
Timcorp International Marketing Inc	615 Piikoi St, Honolulu	96814	808-536-6263
TJK Waikoloa Partners	**605 Piikoi St, Honolulu**	**96814**	**808-531-5505**
Travel Travel Inc	320 Ward Ave, Honolulu	96814	808-526-0336
Tropical Trading Company Inc--Al Sievers	999 Waimanu St, Honolulu	96814	808-533-8899
TSA International Ltd- Takeshi Sekiguchi	**1585 Kapiolani, Honolulu**	**96814**	**808-942-2131**
Waikiki Trolley Tours	1137-B Waimanu St, Honolulu	96814	808-599-2561
Wallers Kimura Motoda Inc	320 Ford Ave, Honolulu	96814	808-955-5591
Victoria Ward Ltd--Lindsay Dodge	**1210 Auahi St, Honolulu**	**96814**	**808-531-6411**
Kite Fantasy	2863 Kalakaua Ave, Hawaii	96815	808-922-5483
21 Club	450 Lewers St, Honolulu	96815	808-923-8828
Ala Wai Petroleum Inc	**1651 Ala Moana Blvd, Honolulu**	**96815**	**808-955-8160**
Aloha Showroom and Show Production Company Ltd	2155 Kalakaua, Honoluly	96815	808-971-7469
American Challenge Sailing Inc	445 Seaside Ave, Honolulu	96815	808-922-3355
Americantours International Inc Hawaii Div--Noel Irwin-Hentschel	**2500 Kuhio Ave, Honolulu**	**96815**	**808-922-2841**
Bozell Advertising Works Inc--Darrel Kloninger	444 Hobron Ln, Honolulu	96815	808-955-4416
Center Art Gallery-Hawaii	2301 Kala Kaua Ave, Honolulu	96815	808-926-2727
Classic Small Hotels Inc--Michael Paulin	**2155 Kalakaua Ave, Honolulu**	**96815**	**808-926-5900**
Coconut Properties Inc	2171 Ala Wai Blvd, Honolulu	96815	808-923-1675
Cosmic Fantasy Amusement Center--Dereck Takahashi	2155 Kalakaua Ave, Honolulu	96815	808-923-5005
Dillingham Construction Pacific Ltd--William J Wilson	**614 Kapahulu Ave, Honolulu**	**96815**	**808-735-3211**
ERA Jones Properties International	1440 Kapiolani, Honolulu	96815	808-973-2222
Euro Motor Emporium	131 Kaiulani St, Honolulu	96815	808-924-2220
Green Thumb Inc--Jimmy Furuyama	**3363 Campbell Ave, Honolulu**	**96815**	**808-732-2868**
Hawaii Condofree Resorts	2155 Kalakaua Ave, Honolulu	96815	808-922-9700
Hilton Hawaiian Village--Peter H Schall	2005 Kalia Rd, Honolulu	96815	808-949-4321

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Appendix F

Community and Interest Groups

To find community and interest groups in your area, you can use a telephone directory and lists of public service organizations. A librarian in your school or public library can help you. For example:

Orange County Chamber of Commerce
714-634-2900
1 City Blvd. West, Suite 401
Orange, CA 92668

San Bernardino Chamber of Commerce
714-885-7515
546 West 6th Street
San Bernardino, CA 92402

San Diego Chamber of Commerce
619-232-0124
402 W. Broadway, Suite 1000
San Diego, CA 92101

U.S. Hispanic Chamber of Commerce
213-725-0091
5400 E. Olympic Blvd., Suite 238
Los Angeles, CA 90022

Vietnamese Chamber of Commerce
714-839-2257
10451 Bolsa Avenue, Suite 6211
Westminster, CA 92683

League of Women Voters of Los Angeles
213-939-3535
6030 Wilshire Blvd.
Los Angeles, CA

National Center for American Indian Enterprise Development
818-442-3701
9650 Flair Drive, Suite 303
El Monte, CA 91731

Sierra Club-Angeles Chapter
213-387-4287
3550 W. 6th Street
Los Angeles, CA

Appendix G

Appendices G through I were taken directly from several telephone directories. Use the directory in your community to find similar listings.

CITY GOVERNMENT OFFICES

CITY–TOWN–VILLAGE–
TOWNSHIP GOVERNMENT

BERLIN CENTER
TOWNSHIP OF—
FIRE EMERGENCY 9-1-1
Medical Emergency 9-1-1
Alternate Numbers—
Fire Dept
15801 W Akron Canfield Rd 547-2222
Rescue Squad 547-2222
Township Trustees
15823 W Akron Canfield Rd 547-2929
POLICE EMERGENCY 9-1-1

BOARDMAN TOWNSHIP
OF—
BOARDMAN COUNTY COURT
127 Boardman-Canfield 726-5546
GENERAL OFFICES
8299 Market St 726-4177
MAINTENANCE GARAGE
8299 Market St 726-4190
POLICE DEPT 8299 Market St 726-4144
Detective Bureau 726-4150
TO REPORT A FIRE
8299 Market St 726-4155
ZONING COMMISSION
8299 Market St 726-4181

CAMPBELL CITY OF—
COUNCIL OFFICE 351 Tenney Av 755-1663
FINANCE OFFICE 351 Tenney Av 755-9863
FIRE DEPT 351 Tenney Av 755-5115
HEALTH DEPT 351 Tenney Av 755-2173
LAW DEPT 351 Tenney Av 755-1483
MAYOR'S OFFICE 351 Tenney Av 755-1451
MUNICIPAL COURT
351 Tenney Av 755-2165
PARK DEPARTMENT
Sycamore Dr 755-7445
POLICE HEADQUARTERS
351 Tenney Av 755-1411
351 Tenney Av 755-1412
SEWAGE TREATMENT PLANT
4200 Wilson Av 755-1687
STREET DEPT 351 Tenney Av 755-4911
WATER DEPARTMENT
351 Tenney Av 755-3396
WATER WORKS 2800 Wilson Av 755-4822

CANFIELD CITY OF—
CITY BUILDING 104 Lisbon St 533-1101
FIRE DEPARTMENT
INFORMATION ONLY
104 Lisbon St 533-4316
FIRE EMERGENCY ONLY
104 Lisbon St 533-3371
MAYOR'S OFC—
City Manager's Ofc
104 Lisbon St 533-1101
Zoning Inspector 104 Lisbon St 533-1101
MAYOR'S OFC 104 Lisbon St 533-5212
POLICE DEPARTMENT
INFORMATION 104 Lisbon St 533-4903
POLICE EMERGENCY ONLY
104 Lisbon St 533-4809
STREET DEPT 519 N Broad St 533-3315
WATER DEPT 104 Lisbon St 533-1101

CANFIELD TOWNSHIP
OF—
TRUSTEES 21 S Broad St 533-4239
FIRE EMERGENCY ONLY
104 Lisbon St 533-3371

COITSVILLE TOWNSHIP
OF—
ADMINISTRATION BUILDING
3737 McCartney Rd 536-6420
FOR FIRE DEPT INFORMATION
ONLY N Hubbard Rd 534-2191
POLICE DEPT 744-0404
TO REPORT A FIRE
666 Youngstown-Poland Rd 755-3400

ELLSWORTH TOWNSHIP
OF—
FIRE DEPT 6034 S Salem-Warren Rd . . . 538-3341

ELLSWORTH TOWNSHIP
OF 6036 S Salem-Warren Rd 538-2321

GIRARD CITY OF—
AUDITOR 100 W Main St 545-6843
CEMETERY—
1143 N State St 545-4114
ENGINEER 100 W Main St 545-1934
FIRE DEPT—
To Report A Fire Call 545-4321
HEALTH DEPT 100 W Main St 545-6048
LAW DIRECTOR 100 W Main St 545-4811
MAYOR'S OFC 100 W Main St 545-3879
MUNICIPAL COURT—
Clerk Of Court 100 W Main St 545-0069
Civil Branch 100 W Main St 545-3177
Probation Dept 100 W Main St 545-2381
Traffic Clerk 100 W Main St 545-3049
PARKS & GYM 100 W Main St 545-4625
POLICE DEPT 100 W Main St 545-0211
SERV DIRECTOR 100 W Main St 545-3306
SEWAGE PLANT—
945 S State St 545-3949
SOCIAL OFFICES 100 W Main St 545-8046
STREET DEPT—
943 S State St 545-1322
TAX COMMISSIONER'S OFC
100 W Main St 545-1280
WATER DEPT 100 W Main St 545-5857
WATER DEPT GARAGE—
150 Myrtle Ct 545-4208

GREEN TOWNSHIP OF—
FIRE DEPT 12210 Lisbon Rd 533-4614
TOWNSHIP BUILDING
12184 Lisbon Rd 533-4841

HUBBARD CITY OF—
CITY AUDITOR 220 W Liberty St 534-1067
ENGINEER'S OFC
220 W Liberty St 534-1271
FIRE DEPT 220 W Liberty St 534-8153
FIRE EMERGENCY CALLS 534-8153
INCOME TAX DEPT
220 W Liberty St 534-6299
LIGHT & WATER OFC
220 W Liberty St 534-3054
MAYOR'S OFFICE
220 W Liberty St 534-3090
POLICE DEPT 220 W Liberty St 534-8153
SERVICE DIRECTOR
220 W Liberty St 534-7758
SEWAGE DISPOSAL PLANT
220 W Liberty St 534-6291
STREET DEPT 220 W Liberty St 534-6279
UTILITIES 220 W Liberty St 534-3636

HUBBARD TOWNSHIP
OF—
POLICE EMERGENCY CALL 911
POLICE
ADMINISTRATION/CHIEF 534-8477
POLICE NON-EMERGENCY 534-9797

GOVERNMENT

Appendix H

GOVERNMENT

STATE GOVERNMENT

IOWA

IOWA STATE OF—

ADEL

TRANSPORTATION DEPARTMENT OF—
Adel Drivers License Examiner
102 S 10St 50003 993-3244

ALTOONA

IOWA DEPARTMENT OF TRANSPORTATION—
ALTOONA GARAGE 405 1AvN 50009 967-4246
DISTRICT BRDG FRMN 405 1AvN 50009 967-2348

DE SOTO

TRANSPORTATION DEPARTMENT OF—
Highway Division—
Maintenance Garage
3354 Overton Cir Adel 50003 934-2368

DES MOINES

STATE GOVERNMENT OFFICES NOT LISTED 281-5011
ACCOUNTANCY BOARD
See Professional Licensing And Regulation Division Of Commerce
ADMINISTRATIVE CODE EDITOR
Lucas State Office Bldg 281-5285
ADMINISTRATIVE RULES COORDINATOR
Capitol Bldg 281-6331
AGRICULTURE AND LAND STEWARDSHIP DEPARTMENT—
Information Wallace State Office Bldg 281-5321
Agricultural Development Authority
Wallace State Office Bldg 281-6444
Agricultural Marketing Division
Wallace State Bldg 281-5993
Agriculture Diversification/Horticulture . 281-5402
Grain Market News 281-8604
24 Hour Grain Report 281-3755
Sheep Bureau 281-5736
Animal Industry Wallace State Office Bldg . . 281-5304
24 Hour Permits 281-5547
Livestock Permits 281-5304
Apiary Division Wallace State Office Bldg . . . 281-5736
Chemical Laboratory
Wallace State Office Bldg 281-5861
Dairy Products Inspection
Wallace State Office Bldg 281-3545
Dairy Trade Practices
Wallace State Office Bldg 281-5961
Continued On Next Column

Continued From Last Column
Entomologist Wallace State Office Bldg 242-5180
Grain Warehouse Division
Wallace State Office Bldg 281-5987
Livestock Markets Federal Bldg 282-6870
Meat Inspection Wallace State Office Bldg . . 281-5597
Continued On Next Column
Office Of The Secretary Of Agriculture
Wallace State Office Bldg 281-5322
Personnel Wallace State Office Bldg 281-5693
Pesticide Division Wallace State Office Bldg . 281-8591
Rural Programs Specialist
Wallace State Office Bldg 281-5952
Soil Conservation Division
Wallace State Office Bldg 281-5851
Mines & Minerals Program 281-4246
State Climatologist Municipal Airport 285-2475
Statistics 833 Federal Bldg 284-4340
Veterinary Medical Examining Board
Wallace State Office Bldg 281-5305
Weights And Measures
Wallace State Office Bldg 281-5716
ALCOHOLIC BEVERAGES DIVISION DEPARTMENT OF—
1918 SE Hulsizer Ankeny 50021
General Information 281-7400
Administrator's Office 281-7407
Accounting 281-7365
Customer Relations 281-7414
Data Processing 281-7388
Liquor Licenses Beer Permits Wine Permits 281-7430
Products Information 281-7416

IOWA STATE OF—
APPELLATE DEFENDER
See State Public Defender Inspections And Appeals Department Of
ARCHITECTURAL EXAMINERS
See Professional Licensing And Regulation Division Of Commerce
ARTS COUNCIL
See Cultural Affairs Iowa Department Of
ATTORNEY GENERAL—
Office Of The Attorney General Hoover Bldg 281-5164
Consumer Protection Division Hoover Bldg 281-5926
Agency Representation Division
Hoover Bldg 281-8760
Child Support Recovery Suite C
1200 University Av 50314 283-7917
Civil Rights Division 211 E Maple St 50309 . 281-4121
Commercial Law Division Hoover Bldg . 281-8760
Crime Victim Assistance Program
Old Historical Bldg 281-5044
Criminal Appeals Division Hoover Bldg . . . 281-5976
Continued On Next Column

Continued From Last Column
Environmental Law Division
Executive Hills East 281-5351
Prosecuting Attorneys Council
Old Historical Bldg 281-5428
Prosecutor Services Division Hoover Bldg . 281-3548
Tort Claims Division Hoover Bldg 281-5881
Transportation Division Ames 239-1521
UST Division Executive Hills East 281-3389
AUDITOR Capitol Bldg 281-5834
Audit Division 281-4888
Technical Services Division 281-4889

FOR HELP FINDING THE GOVERNMENT OFFICE YOU NEED, CHECK THE FREQUENTLY REQUESTED GOVERNMENT OFFICES PAGES. (2nd page of this section)

BANKING DIVISION DEPARTMENT OF COMMERCE 200 E Grand Av 50309 281-4014
BAR EXAMINERS BOARD OF Capitol Bldg . . 281-5911
BINGO/RAFFLE LICENSES
See Inspections And Appeals Department Of
BLIND DEPARTMENT FOR THE 524 4St 50309 281-1333
TDD 281-1259
CAFETERIAS—
Capitol Bldg 281-5500
DES State Office Bldg 281-8783
Grimes State Office Bldg 281-3305
Historical Museum 281-5762
Lucas State Office Bldg 281-5520
CAPITOL TOURS Capitol Bldg 281-5591
CAREER EDUCATION ADVISORY COUNCIL
See Vocational Education Council
CENTRAL IOWA EMPLOYMENT & TRAINING CONSORTIUM 215 Kao 50309 281-9700
CITIZENS AIDE (OMBUDSMAN)
215 E 7St 50309 281-3592
TDD (DEAF) 242-5065
Toll Free Dial 1 & Then 800 358-5510
CIVIL RIGHTS COMMISSION
211 E Maple St 50309 281-4121
TDD 281-8085
CODE EDITOR Lucas State Office Bldg 281-5285
COLLEGE STUDENT AID COMMISSION
914 Grand Av Suite 201 50309 281-3501
Guaranteed Student Loan Div
914 Grand Av Suite 201 50309 281-4890
COMMERCE DEPARTMENT OF—
1918 SE Hulsizer Ankeny 50021 281-7400
See Individual Listings For—
Alcoholic Beverages Division
Continued On Next Page

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Appendix I

United States Government

UNITED STATES GOVERNMENT—

A

AGRICULTURE-DEPT OF—
Agriculture Marketing Service—
Fresh Fruit & Vegetable Inspection
1388 S Utahna Dr Salt Lake City 84101 973-6535
Animal & Plant Health Inspection Service—
Animal Disease Lab
350 N Redwood Rd
Salt Lake City 84116 524-5018
Plant Protection & Quarantine—
1860 W Alexander W Vly City 84119 975-3310
Animal Damage Control
1860 W Alexander W Vly City Ut 84119 975-3315
Veterinary Services—
Airport Park Bldg 4
176 N 2200 West Salt Lake City 84116 524-5010
Consolidated Farm Service Agency—
Office Of Director-Utah State Office
125 S State Salt Lake City 84138 524-5013
Price Support 524-3262
Conservation Programs 524-3262
Administrative 524-3259
Production Adjustment 524-5014
Aerial Photography Field Office
222 W 2300 S—
Customer Service & Sales 975-3503
For All Other Offices 975-3500
Committee Of Salt Lake County
10702 S 300 West S Jrdn 84095 571-0106
Food & Nutrition Service-Field Office
1745 W 1700 South Salt Lake City 84104. 524-5007
Forest Serv—
Avalanche Forecast Center Ofc
2241 W North Temple
Salt Lake City 84116 524-5304
Geometronics Service Cntr
2222 W 2300 South W Vly City 84119 . . . 975-3473
Wasatch-Cache National Forest—
Avalanche Forecast Information Winter
2242 W North Temple
Salt Lake City 84116 364-1581
Interagency Fire Center
755 S Guardsman Wy
Salt Lake City 84108 582-1970
Forest Serv—
Wasatch-Cache National Forest—
Fire Reporting Only
755 S Guardsman Wy
Salt Lake City 84108 582-1973
Salt Lake Ranger District
6944 S Grant Blvd
Salt Lake City 84121 582-1973
Supervisors Office 125 S State—
Forest Information 524-5030
TTY-Hearing & Speech Impaired . . . 524-6762
Wasatch-Cache Work Center
1729 W 500 South Salt Lake City 84104 975-3324

Continued On Next Column

Continued From Last Column

UNITED STATES GOVERNMENT—
AGRICULTURE-DEPT OF—
Four H Clubs
2001 S State Salt Lake City 84190 468-3180
National Agricultural Statistics Service-Utah Agricultural Statistics Service
176 N 2200 West Salt Lake City 84116 524-5003
Rural Economic And Community Development (Formerly Farmers Home Administration)—
County Office
10702 S 300 West S Jrdn 84095 571-1598
Utah State Office-125 S State—
State Director 524-4063
Program Information 524-4454
TTY-Hearing & Speech Impaired . . . 524-3309
Soil Conservation Service-125 S State—
Administrative Officer 524-5068
Engineering 524-5025
Public Affairs 524-5052
Resource Planning 524-5054
Soils 524-5064
State Conservationist 524-5050
Snow Survey & Water Supply
245 N Jimmy Doolittle Rd
Salt Lake City 84116 524-5213
Field Office
10702 S 300 West S Jrdn 84095 571-1292
Utah State University Extension Service
2001 S State Salt Lake City 84190 468-3170

AIR FORCE-DEPT OF—
Air Force ROTC University Of Utah 581-6236
Air Force Recruiting Offices—
Murray Office
575 E 4500 South Murray 84107 265-0539
West Valley Office
2787 W 3500 South W Vly City 84119 . . . 963-8506
Air Force Recruiting—
Air Force Medical Recruiting
515 E 4500 South Murray 84107 263-2763
Air Force Nurse Recruiting
515 E 4500 South Murray 84107 263-9337
Air Force Officer Placement
814 E 9400 South Sandy 84094 571-9665
Air Force Reserve Recruiting
675 E 2100 South Salt Lake City 84106 . . 466-2377
Fax 466-2363
Air National Guard Base—
765 N 2200 West Salt Lake City 84116 595-2200
Air National Guard Recruiting—
765 N 2200 West Salt Lake City 84116 . . . 595-2295
765 N 2200 West Salt Lake City 84116 . . . 595-2246
Civil Air Patrol-USAF Liaison Office Utah Wing Bldg
640 N 2360 West Salt Lake City 84116 . . . 524-4022
Hill Air Force Base—
CE Area G
4307 Richmond Cir Hill Afb 84056 825-4142
Hill Aerospace Museum
7961 Wardleigh Rd Hill Afb 84056 777-6868
Or Call 777-6818

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UNITED STATES GOVERNMENT—
APPRENTICESHIP & TRAINING-BUREAU OF
1745 W 1700 South Salt Lake City 84104 . . . 975-3650
ARMY NATIONAL GUARD
SEE UTAH STATE GOVERNMENT
ARMY-DEPT OF—
Army Recruiting Battalion-Salt Lake District
2832 S Redwood Rd W Vly City 84119 974-9510
Army Recruiting Company Headquarters
575 E 4500 South Murray 84107 265-1978
Army Guidance Counselor
2832 S Redwood Rd W Vly City 84119 974-7618
Army Recruiting Stations—
Salt Lake City—
2709 S State So Slt Lk 84115 487-8686
2787 W 3500 South W Vly City 84119 963-1990
Bountiful—
1992 W Antelope Dr Layton 84041 776-3701
Kearns—
4090 W 5400 South Kearns 84118 969-1889
Sandy—
812 E 9400 South Sandy 84094 572-1720
Army Nurse Recruiting
807 E South Temple Salt Lake City 84102 . . . 355-0494
Corps Of Engineers—
Permits & Regulatory Office
1403 S 600 West Wds Cross 84010 295-8380
Resident Office
Bldg S-560 Hill AFB 84056 825-1505
Planning
125 S State Salt Lake City 84138 524-6890
Dugway Proving Ground—
Operator Information & Assistance 831-2222
Emergency Medical 831-2222
Employment Information 831-2181
Procurement Office 831-2102
Procurement Satellite Office—
SADBUS Representative
5500 W Amelia Earhart Dr
Salt Lake City 84116 524-5484
Satellite Education Office Fort Douglas
35 Hempstead Rd Salt Lake City 84113 . . 584-4010
Fort Douglas-Stephen A Douglas Armed Forces Reserve Center—
Air Force-Dept Of
See United States Government-Air Force-Dept Of
96th Regional Support Command (Army Reserves)—
Army Reserve Information 584-4220
Command Group
103 Soldiers Cir 84113 584-4318
Public Affairs Office
100 Soldiers Cir 84113 584-4223
Chaplain 105 Soldiers Cir 84113 . . . 584-4322
Inspector General
105 Soldiers Cir 84113 584-4228
Personnel 103 Soldiers Cir 84113 584-4276
Strength Division 584-4283
Human Resources (Family Outreach) 584-4292

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Center for Civic Education
5146 Douglas Fir Road ▪ Calabasas, CA 91302-1467 ▪ 818-591-9321 ▪ 818-591-9330 Fax

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